



LIBRARY OF  
CONGRESS

**TPS***Direct*

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# TEACHING WITH PRIMARY SOURCES

PROFESSIONAL DEVELOPMENT

This professional development plan was created on December 9th, 2010

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## WELCOME TO TPS PROFESSIONAL DEVELOPMENT

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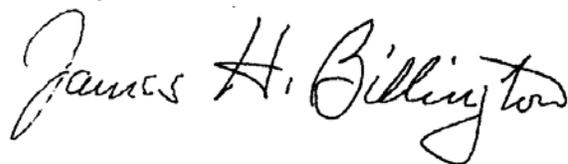
Welcome to Teaching with Primary Sources (TPS) Direct from the Library of Congress. This innovative new tool puts Library of Congress professional development in your hands, and lets you plan, customize, and deliver exactly the program you need, either for yourself or for your fellow teachers. The Library has long been committed to facilitating the professional growth of educators nationwide through programs at the Library and in the field, and now we are proud to deliver our proven program directly to you.

You are joining thousands of educators from around the world who have discovered the power of primary sources in the classroom. Through primary source analysis, teachers can help students construct knowledge, think creatively, and develop the information fluency necessary for success in the 21st century.

With its rich core of over 15.3 million digitized items, including manuscripts, maps, photographs, and sound and video recordings from throughout the U.S. and the world, and its extensive teaching materials, the Library of Congress is uniquely positioned to help you and your colleagues discover new strategies for building your students' capacity to think critically about the world around them.

I hope you'll take this opportunity to use TPS Direct to customize the Library's educational resources for use in your school.

Sincerely,



James H. Billington  
The Librarian of Congress

## CURRICULUM OVERVIEW

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Whether you are a classroom teacher or a professional development facilitator, you can build your own professional development from Teaching with Primary Sources (TPS) Direct. The resulting ready-to-use, downloadable activities can be used as is or incorporated into an already existing professional development program. Available at no cost and without subscription, TPS Direct offerings range from self-paced online interactives for individual teachers to professional development activities for use by facilitators in a workshop setting.

The TPS Direct curriculum is focused around the Library's rich collections of online primary sources, and is structured into three main topics, each offering a variety of activities and lessons addressing distinct goals.

- Primary Sources Overview
  - Understanding Primary Sources
  - Analyzing Primary Sources
  - Teaching with Primary Sources
- Primary Sources from the Library of Congress
  - Exploring [www.loc.gov](http://www.loc.gov)
  - Understanding Legal and Ethical Use of Primary Sources
- Inquiry Learning and Primary Sources
  - Understanding the Inquiry Process
  - Creating Inquiry Activities with Primary Sources

Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era and can contribute to a new understanding of the present.

Teaching with primary sources can facilitate:

1. Student engagement
  - Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of cultural history as a series of human events.
  - Because primary sources are snippets of the past, they encourage students to seek additional evidence through research.
  - First-person accounts of events helps make them more real, fostering active reading and response.
2. Development of critical thinking skills
  - Many state standards support teaching with primary sources, which require students to be both critical and analytical as they read and examine documents and objects.
  - Primary sources are often incomplete and have little context. Students must use prior knowledge and work with multiple primary sources to find patterns.
  - In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials.
  - Questions of creator bias, purpose, and point of view may challenge students' assumptions.
3. Construction of knowledge
  - Inquiry into primary sources encourages students to wrestle with contradictions and compare multiple sources that represent differing points of view, confronting the complexity of the past.
  - Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.

## STANDARDS

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The Library of Congress is committed to delivering high quality professional development materials for use in schools throughout the country. The Library built its professional development curriculum meeting the staff development standards of the National Society of Staff Development (NSDC). Additionally, each professional development activity has been aligned with standards from the American Association of School Librarians (AASL) Standards for the 21st Century Learner and the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Teachers.

NSDC's Standards of Staff Development require professional development to improve the learning of all students. The Library aligned its staff development activities to provide context, evaluate instructional process and deepen content knowledge. To learn more about the staff development standards of NSDC, visit [www.nsd.org](http://www.nsd.org).

The lessons and activities in these modules are based upon the American Association of School Librarians (AASL) Standards for the 21st Century Learner. AASL asks four essential questions to guide instruction:

- Does the student have the right proficiencies to explore a topic or subject further?
- Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?
- Is the student aware that the foundational traits for 21st Century learning require self-accountability that extends beyond skills and dispositions?
- Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

Find a complete list of the 21st Century Learner Standards at [www.aasl.org](http://www.aasl.org).

The International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T) serve as a roadmap to improve teaching and learning by educators. The Library of Congress supports standards that align the use of technology for delivery of content NETS-T focuses on "using technology to learn and teach" and cover these key components for teachers:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessment
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

For more information on ISTE's NETS-T, go to [www.iste.org](http://www.iste.org).

## MODULE



## PRIMARY SOURCES OVERVIEW

Primary sources are the raw materials of history - original documents and objects which were created at the time under study. They provide a window into the past: unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

The professional development activities in this module will encourage participants to create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into instructional practice. The goals with supporting activities are:

## GOALS

- Understanding Primary Sources
  - Activity: Leaving Evidence of Our Lives*
  - Activity: Lincoln's Pockets*
- Analyzing Primary Sources
  - Activity: Analyzing Photographs*
  - Activity: Analyzing Sheet Music*
  - Activity: Analyzing Maps*
  - Activity: Analyzing Political Cartoons*
- Teaching with Primary Sources
  - Activity: Connecting with Primary Sources*
  - Activity: Music as Historical Artifacts*
  - Activity: Perception through Photography*
  - Activity: Book Backdrops*

## CONNECTING WITH PRIMARY SOURCES

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GOAL	Teaching with Primary Sources	<b>Time Required</b> .....
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>• Connect with a primary source</li> <li>• Make assumptions based on prior knowledge and close observation</li> <li>• Discuss ways to engage students with primary sources</li> </ul>	45 minutes
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discovery of the Mississippi (Hispanic Exploration in America)</li> <li><input type="checkbox"/> The First voyage (Hispanic Exploration in America)</li> <li><input type="checkbox"/> Juan Ponce de Leon (Hispanic Exploration in America)</li> <li><input type="checkbox"/> Provinces of New Spain (Hispanic Exploration in America)</li> <li><input type="checkbox"/> Kauai District, Territory of Hawaii (Japanese American Internment During World War II)</li> <li><input type="checkbox"/> Civilian exclusion order #5 (Japanese American Internment During World War II)</li> <li><input type="checkbox"/> Entrance to Manzanar (Japanese American Internment During World War II)</li> <li><input type="checkbox"/> Naval dispatch from the Commander in Chief Pacific (Japanese American Internment During World War II)</li> <li><input type="checkbox"/> Negro Marines prepare for action (Baseball Across a Divided Society)</li> <li><input type="checkbox"/> President Woodrow Wilson throwing out the first ball (Baseball Across a Divided Society)</li> <li><input type="checkbox"/> Spectators at Pittsburg[h]-Detroit game (Baseball Across a Divided Society)</li> <li><input type="checkbox"/> Spanish-American Base Ball Guide (Baseball Across a Divided Society)</li> <li><input type="checkbox"/> The first Thanksgiving (Thanksgiving)</li> <li><input type="checkbox"/> "Royal Progress", Pilgrim Tercentenary Pageant (Thanksgiving)</li> <li><input type="checkbox"/> Landing of the Pilgrims at Plymouth, 1620 (Thanksgiving)</li> <li><input type="checkbox"/> Thanksgiving, 1942 (Thanksgiving)</li> <li><input type="checkbox"/> Equality League of Self-Supporting Women to Governor of New York (Women's Suffrage)</li> </ul>	<b>Standards</b> ..... AASL 2.1.1 AASL 2.1.3 NETS-T 3c NETS-T 3d

## CONNECTING WITH PRIMARY SOURCES

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- National Anti-Suffrage Association (Women's Suffrage)
- Election Day! (Women's Suffrage)
- The sky is now her limit (Women's Suffrage)

**PREPARATION** Print as many items as necessary for the group size with at least six-eight extra items. For example, prepare 20 items total for a group of 12-14 participants:

- Four items from Hispanic Exploration in America
- Four items from Japanese Americans Internment During WWII
- Four items from Baseball Across a Divided Society
- Four items from Thanksgiving
- Four items from Women's Suffrage

Be sure to mix the items together before placing them on the table so that the items from each set are separated.

### PROCEDURE

1. Spread items on tables for participants to browse. Ask participants to select one item that appeals to them and take it back to their seats.
2. Ask participants to take a close look at what they have selected and consider what themes or historical time period the item represents or fits.
3. Ask participants to get up and move around the room, comparing their item with others' and looking for other items of a similar theme or time period. Participants should form groups based on the common theme or time period of their primary sources.
4. If anybody appears "lost," ask the groups to listen to that person describe his or her item. Groups can invite this person to join them, briefly explaining their rationale for why the item fits with their group.
5. Once all groups are formed, ask them to create a title for their group:  
The Great Depression, Founding Documents...etc.
6. Groups will report by showing their items. One person will describe the process they used to discover how they belong together.
7. (OPTIONAL) If this is an activity at the beginning of a workshop, the participants may also introduce themselves and tell why they

Teaching with Primary Sources • Professional Development

## CONNECTING WITH PRIMARY SOURCES

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selected their item and how it might be relevant in their teaching.

**ASSESSMENT** Discussion in small or large groups: How could you relate this set of materials to events happening in the world today? How could these materials help develop connections for students in your classroom?

## CONNECTING WITH PRIMARY SOURCES

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There are 20 resources for this activity...



### Discovery of the Mississippi (Hispanic Exploration in America)

Discovery of the Mississippi: By Ferdinand De Soto, and his followers, May 1541

<http://loc.gov/pictures/item/91795960/>



### The First voyage (Hispanic Exploration in America)

The First voyage

<http://loc.gov/pictures/item/91721172/>



### Juan Ponce de Leon (Hispanic Exploration in America)

Juan Ponce de Leon; Portrait, head and shoulders, facing left.

<http://loc.gov/pictures/item/2004672795/>



### Provinces of New Spain (Hispanic Exploration in America)

A map of the Internal Provinces of New Spain.

<http://hdl.loc.gov/loc.gmd/g4295.np000060>

(4 pages)



### Kauai District, Territory of Hawaii (Japanese American Internment During World War II)

Kauai District, Territory of Hawaii. Major Charles V. McManus administering the oath to four AJA volunteers.

<http://loc.gov/pictures/item/owi2001046268/PP/>



### Civilian exclusion order #5 (Japanese American Internment During World War II)

Civilian exclusion order #5, posted at First and Front streets, directing removal by April 7 of persons of Japanese ancestry, from the first San Francisco section to be affected by evacuation.

<http://loc.gov/pictures/item/2001705937/>

## CONNECTING WITH PRIMARY SOURCES

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### Entrance to Manzanar (Japanese American Internment During World War II)

Entrance to Manzanar, Manzanar Relocation Center / photograph by Ansel Adams.  
<http://loc.gov/pictures/item/2002695960/>



### Naval dispatch from the Commander in Chief Pacific (Japanese American Internment During World War II)

Naval dispatch from the Commander in Chief Pacific (CINCPAC) announcing the Japanese attack on Pearl Harbor, 7 December 1941.

<http://memory.loc.gov/cgi-bin/ampage?collId=mcc&fileName=002/page.db&ecNum=0>



### Negro Marines prepare for action (Baseball Across a Divided Society)

Negro Marines prepare for action. Breaking a tradition of 167 years, the U.S. Marine Corps started enlisting Negroes on June 1, 1942.

<http://loc.gov/pictures/item/owi2001024282/PP/>



### President Woodrow Wilson throwing out the first ball (Baseball Across a Divided Society)

[President Woodrow Wilson throwing out the first ball, opening day, 1916]

<http://loc.gov/pictures/item/97518727/>



### Spectators at Pittsburg[h]-Detroit game (Baseball Across a Divided Society)

Photographs shows spectators in Pittsburgh who have climbed on a tall pole to observe the baseball game, other people in foreground.

<http://loc.gov/pictures/item/91784621/>



### Spanish-American Base Ball Guide (Baseball Across a Divided Society)

[Cover of the Spanish-American edition of "Spalding's Official Base Ball Guide"]

<http://loc.gov/pictures/item/97519068/>



### The first Thanksgiving (Thanksgiving)

The first Thanksgiving 1621 / J.L.G. Ferris.

<http://loc.gov/pictures/item/2001699850/>

# CONNECTING WITH PRIMARY SOURCES

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**"Royal Progress", Pilgrim Tercentenary Pageant (Thanksgiving)**  
 "Royal Progress", Pilgrim Tercentenary Pageant, Plymouth, Mass., 1921.  
<http://loc.gov/pictures/item/2007663439/>



**Landing of the Pilgrims at Plymouth, 1620 (Thanksgiving)**  
 Landing of the pilgrims at Plymouth 11th Dec. 1620  
<http://loc.gov/pictures/item/95503144/>



**Thanksgiving, 1942 (Thanksgiving)**  
 Thanksgiving, 1942. Turkey, pumpkin pie, cranberry sauce, sweet potatoes--nothing is too good for Uncle Sam's fighting nephews when they come home to Silver Spring, Maryland.  
<http://loc.gov/pictures/item/oem2002005338/PP/>



**Equality League of Self-Supporting Women to Governor of New York (Women's Suffrage)**  
 Equality League of Self-Supporting Women request state investigation of working conditions and pay of women.  
<http://hdl.loc.gov/loc.rbc/rbcmil.scrp3007601>



**National Anti-Suffrage Association (Women's Suffrage)**  
 Men looking in the window of the National Anti-Suffrage Association headquarters.  
<http://www.loc.gov/pictures/collection/cph/item/97500067/>



**Election Day! (Women's Suffrage)**  
 Election Day!. c1909.  
<http://www.loc.gov/pictures/collection/cph/item/97500226/>



**The sky is now her limit (Women's Suffrage)**  
 [The sky is now her limit] / Bushnell.  
<http://loc.gov/pictures/item/2002716769/>



PUBLISHED BY CURRIER & IVES

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125 NASSAU ST. NEW YORK

5C-2928-31

## THE DISCOVERY OF THE MISSISSIPPI.

By Ferdinand De Soto, and his followers, May 1541.



### THE FIRST VOYAGE.

Columbus obtained his commission to sail from Palos through the intercession of the Franciscan monk, Juan Perez de Marchena. His commission gave him the title of Don, and raised him to the rank of Grand Admiral of the Ocean Seas. He sailed Friday, August 3, 1492, with three small caravels, named the "Pinta," the "Nina," and the "Santa Maria," which latter he commanded in person, accompanied, besides his crew and sailors, by soldiers and two monks.

Published by THE PRANG EDUCATIONAL CO., Boston, U. S. A.



Donce de Leon.

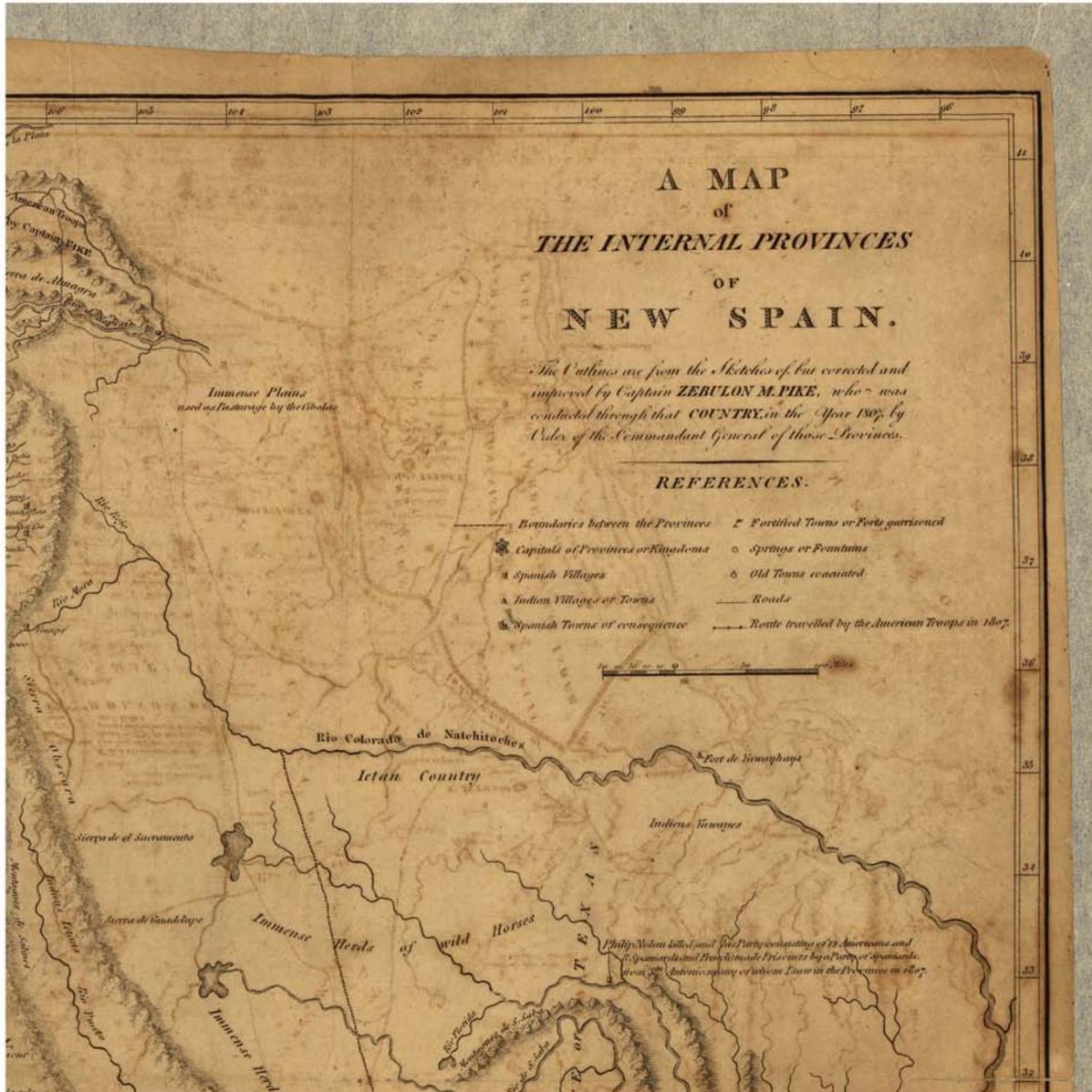
Capitel VIII.

Florida.



<http://hdl.loc.gov/loc.gmd/g4295.np000060>  
 The Library of Congress

<http://www.loc.gov>



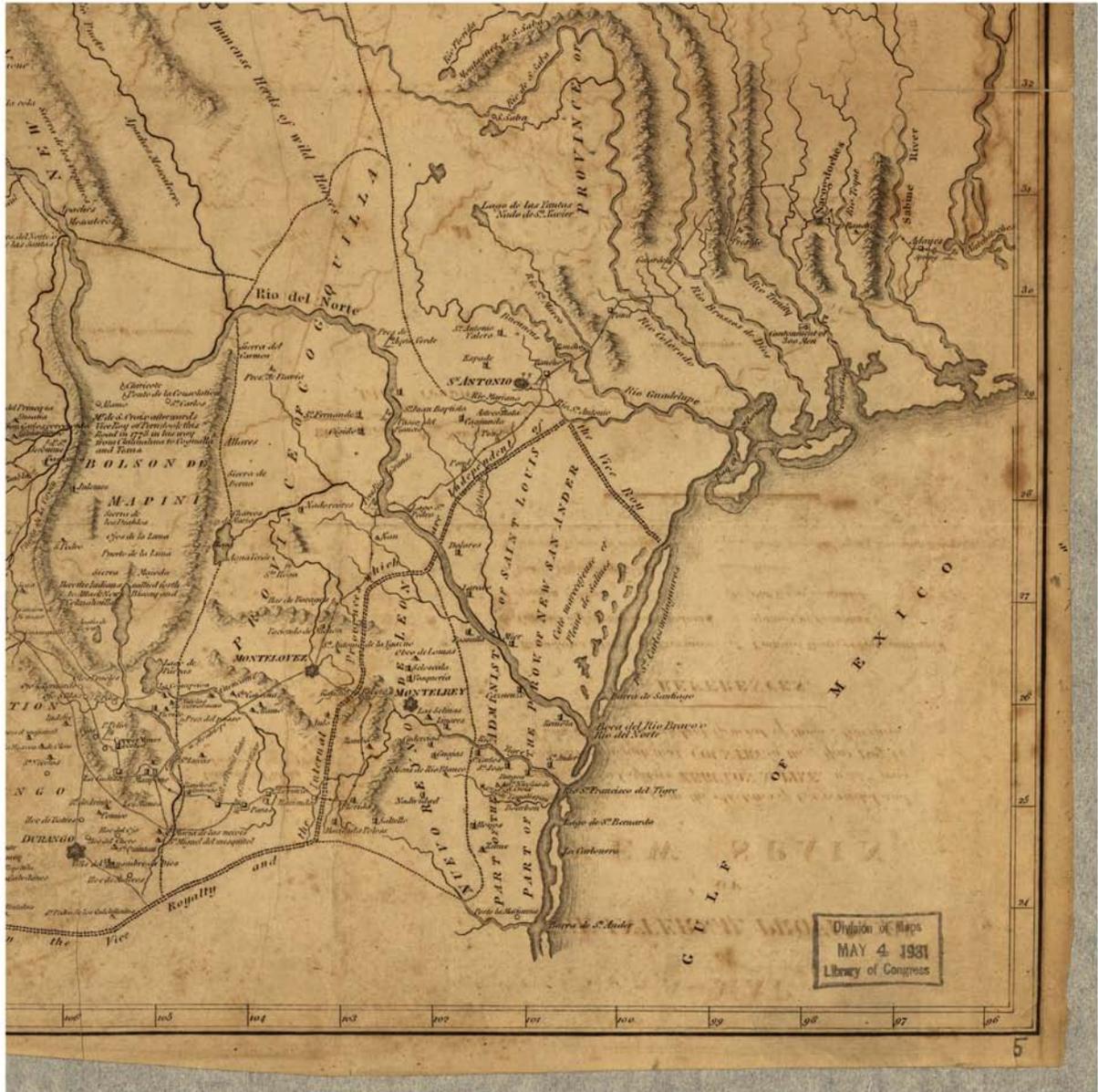
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<http://www.loc.gov>



<http://hdl.loc.gov/loc.gmd/g4295.np000060>  
The Library of Congress

<http://www.loc.gov>







U. S. S. RANGER  
 NAVAL DISPATCH

Heading: NSS NR 977 Z OF2 1830 OF3 OF4 0 BT

AIR RAID ON PEARL HARBOR X THIS IS NOT DRILL

EXECUTIVE

From: CINCOPAC Date 7 DEC 41 ED

To: CINCLA NT COMAF OPNAV SUPR CWD

Info: No. 37

	Capt	Exec	ODO	Nav	Air	Intelli	Gun	Eng	Com	Med	Sup	Dist	Chap	Mar	Aero	Ath	COF	EOB	OOD	Crar	VF4	VD4	VS41	VS42
ACTION																								
INFO																								

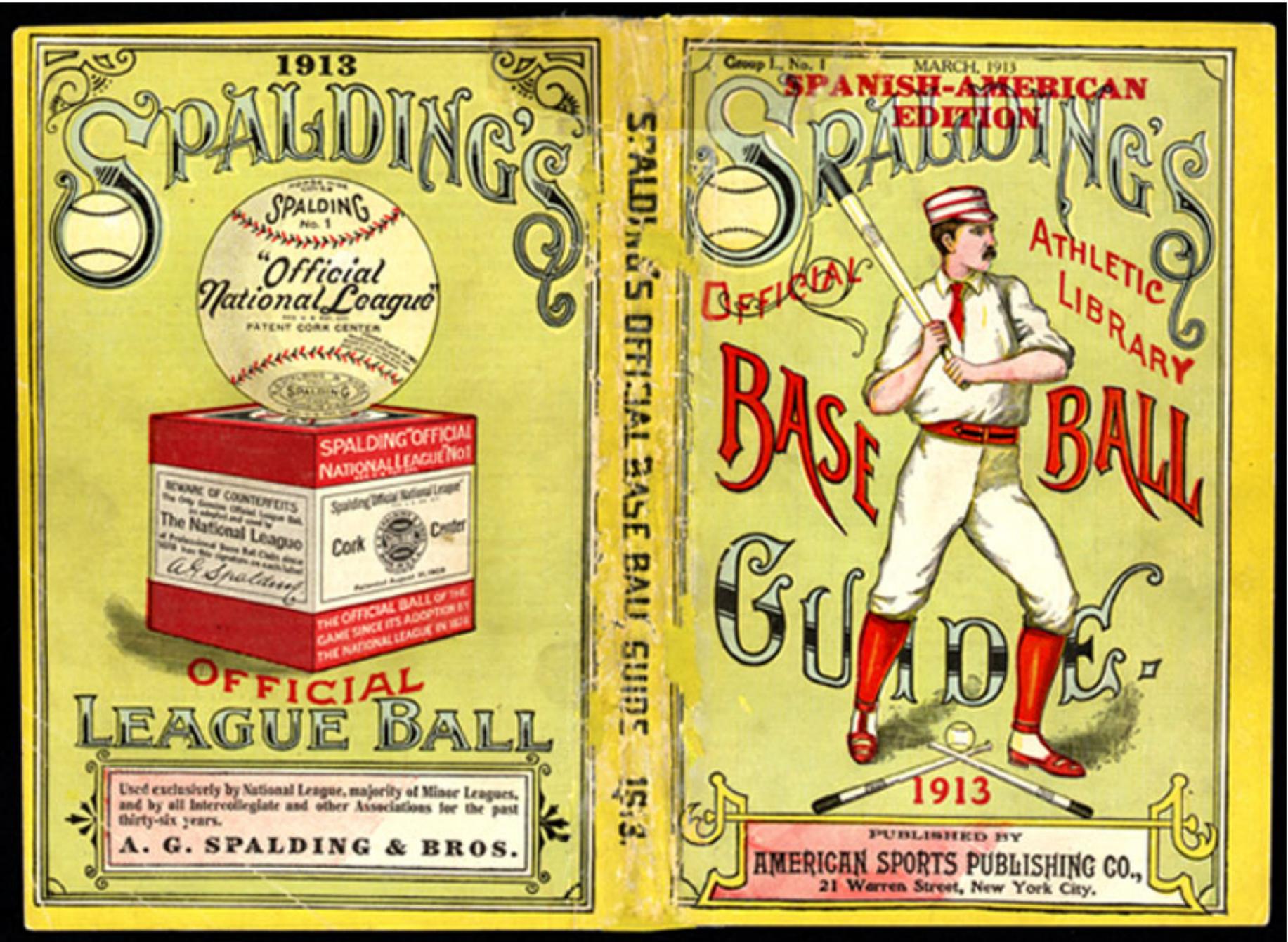




Opening game 1916. Ex 112  
LC-USZ62-9981

SPECTATORS AT PITTSBURG -  
DETROIT GAME.





1913

# SPALDING'S



## OFFICIAL LEAGUE BALL

Used exclusively by National League, majority of Minor Leagues, and by all Intercollegiate and other Associations for the past thirty-six years.  
**A. G. SPALDING & BROS.**

SPALDING'S OFFICIAL BASE BALL GUIDE 1913.

Group I., No. 1

MARCH, 1913

### SPANISH-AMERICAN EDITION

# SPALDING'S

OFFICIAL

ATHLETIC LIBRARY

## BASE BALL



# GUIDE

1913

PUBLISHED BY  
**AMERICAN SPORTS PUBLISHING CO.,**  
21 Warren Street, New York City.

Kodak EPY 6531



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CLEVELAND, OHIO





*"Royal Progress." Pilgrim Tercentenary Pageant. Plymouth, Mass. 1921.*

*St. Paul  
Great Hall*



LANDING OF THE PILGRIMS AT PLYMOUTH 11<sup>th</sup> DEC. 1620.

*Lith. & Pub. by N. Currier, 2, Spruce St. N.Y.*

D-6813



315 West 97th St.

To his Excellency the Governor  
of the State of New York.

Dear sir:

We address you in the name of ten thousand self-supporting women in the City of New York. As industrial workers, as doctors, as lawyers, as followers of other professions and business careers, members of our league constantly report discriminations against them in the world of work.

In your message on the White Bill, we note that you fully appreciate the importance of the question of equal pay for equal work. With keen insight you insist that it is not a mere local matter, but a principle of grave importance to the State as a whole. The economic question as to the remuneration of women workers, is, indeed one of profound social importance, but one about which adequate information is entirely lacking.

On one side the conviction is held that women perform the same work as men, and should receive equal pay; on the other, that either the work of women is not of just the same grade as that of men, or, if it is, for certain social reasons, it must not receive the same remuneration. Here are important differences of opinion, which, as you point out in your message, demand thorough investigation.

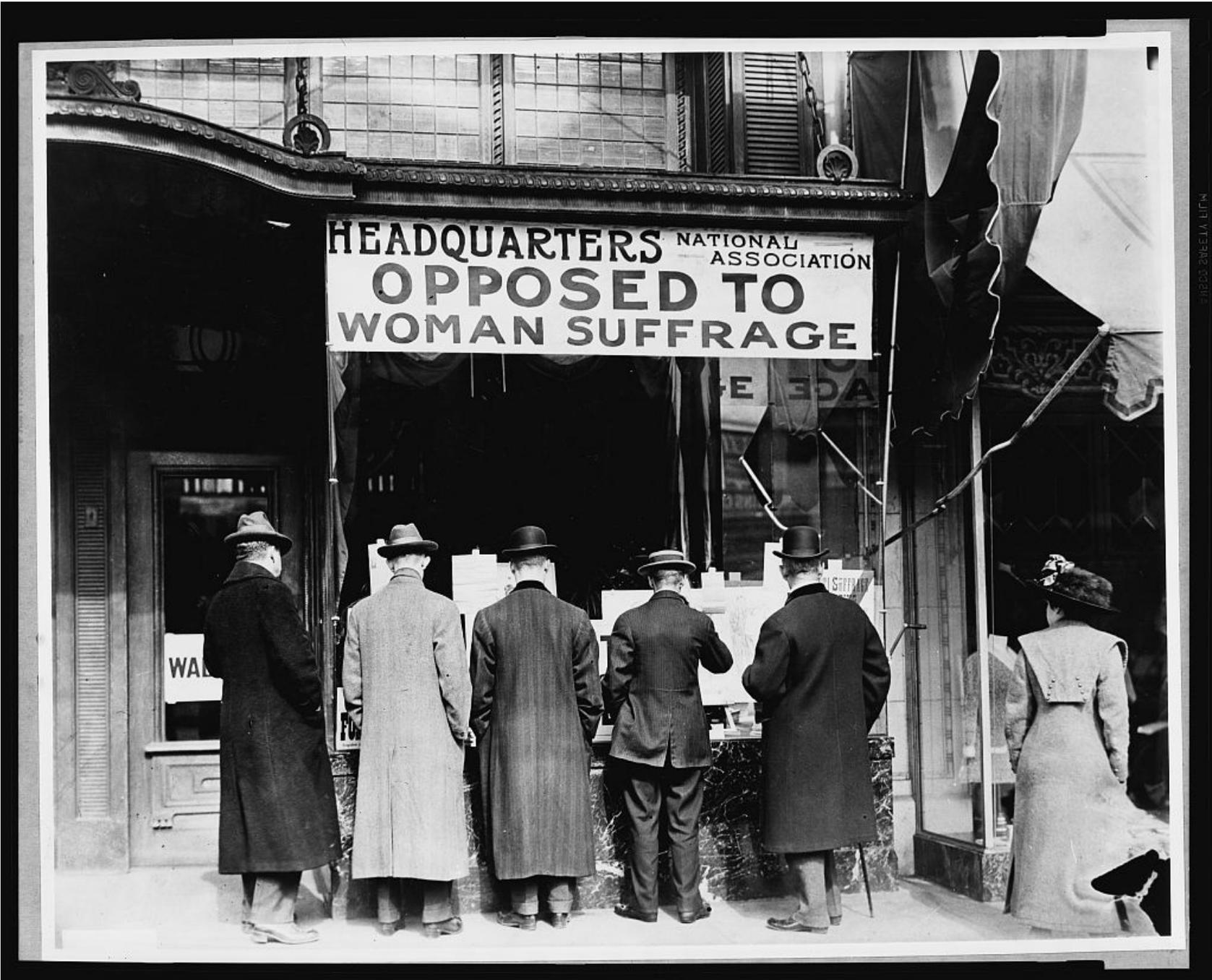
For weal or woe we women are in the world of paid work. In the city of New York alone, we number nearly four hundred thousand. The discriminations against us, we are convinced, are in a large measure due to the attitude of government towards us. The State sets an example of gross inequality and the employer and community at large follow that example.

We, therefore, urge upon your consideration the need for a full governmental inquiry into the work and pay of women in the State of New York. And we would appreciate the courtesy if you would appoint a time when a delegation of self-supporting women might lay before you their reasons for asking such an investigation.

Signed on behalf of the  
Equality League of Self-Supporting Women  
by

(Signed)	HARRIOT STANTON BLATCH
"	ROSE SCHNEIDERMAN
"	ANNA GARLIN SPENCER
"	WINNEFRED J ALLEN
"	ANNIE S DANIEL. M.D.
"	FLORENCE KELLEY
"	LILIAN D WALD
"	ROSALIE LOEW WHITNEY

NEW YORK JUNE 8, 1907.



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# Election Day!



